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ABSTRACT

The bulk of the Polish educational materials listed in this annotated bibliography were published between July 16 and October 31, 1969. The 100 entries are listed under the following headings: (1) History of Education; (2) Laws and Legislation; (3) General Information on Education; (4) Social and Educational Sciences; (5) The Teacher's Profession; (6) Schools and Institutions--Preschool, Primary, Secondary, Vocational, Higher, Adult, Special; and (7) Miscellaneous. Entry titles are given in Polish and English; annotations appear in English only. Entries are indexed by author. (FWB)

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# Selected Bibliography of Polish Educational Materials

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## EXPLANATORY NOTE

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# SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 9 1970 No. 1

## CONTENTS


| | page |
|---|---|
| I. History of Education | 3 |
| II. Laws and Legislation | 7 |
| III. General Information on Education | 9 |
| IV. Social and Educational Sciences | 13 |
| V. The Teacher's Profession | 19 |
| VI. Schools and Institutions (by type or level) | 21 |
| 1. Preschool | 21 |
| 2. Primary | 24 |
| 3. Secondary | 27 |
| 4. Vocational | 30 |
| 5. Higher | 34 |
| 6. Adult | 40 |
| 7. Special | 45 |
| VII. Miscellaneous | 47 |
| Index of Authors and Editors | 50 |


The bulk of the materials listed in the present issue was published in the period of time from July 16th to October 31st, 1969.

## I. HISTORY OF EDUCATION

1. CZERNIEWSKI, WIKTOR: **Z problematyki wychowawczej w okresie międzywojennym.** (Educational Problems in the Between-The-Wars Period). *Nowa Szkoła* 1969, No. 4, pp. 22–28.

   The author presents the most controversial educational problems in the between-the-wars Poland: national, state and catholic education. Pedagogy of national education was conservative and expressed ideas and political tendencies of the right-wing National Party. Theory of state education was popularized and realized by the government of J. Piłsudski in the years 1926–39. Great influence upon Polish education was exerted by the catholic pedagogy supported by clergy and the Party of Christian Democrats. All these tendencies were opposed by the educational left-wing. The author aims at finding reflections of these tendencies in the educational press and in theoretical works.

2. FALSKI, MARIAN: **50-lecie szkolnictwa.** (50 Years of Schooling). *Ruch Pedagogiczny* 1969, No. 2, pp. 175-197.

   Memoirs which cover two periods: (a) I World War and the first years of independent Poland (1914–1919) (b) years 1920–1939. During the first period many conceptions of the Polish educational system were presented by the Polish teachers. 1920–39 is the period of the teachers' fight for realization of their conceptions, i.e., uniform school system, higher education for teachers of primary schools, independence of instruction from administrative authorities and teachers' rights. The author discusses various ideas concerning ideological and educational principles of schooling, which were represented by teachers on the one hand and school authorities on the other.

3. MARCINIAK, ZBIGNIEW: **Pierwszy rok szkolny w Polsce Ludowej.** (First School Year in the Polish People's Republic). *Przegląd Historyczno-Oświatowy* 1969, No. 3, pp. 265–286.

   The first school year began on September 1, 1944 when only a part of Poland was liberated. Ministry of Educa-

tion immediately started to liquidate the effects of war and of the five year Nazi occupation according to the directives of the Manifest of July in which the principle of the common, free education was contained. The government started with abolishing antydemocratic elements of the prewar school system, unification of curricula from which elements of conservative and clerical ideology were removed and establishing democratic youth organizations. Then authorities together with the Polish Teachers' Association started work on the school reform. In 1945, an Educational Meeting was held at which a resolution was adopted concerning the organization of the eight-year compulsory and uniform primary school.

4. NOWACKI, TADEUSZ: **Z historii szkolnictwa zawodowego w okresie 25-lecia PRL.** (Vocational Education in the Polish People's Republic). *Szkoła Zawodowa* 1969, No. 7/8, pp. 9-16.

Considering educational achievements of the last 25 years the author states that the development of vocational education is the most important task which has been accomplished in this period. Basis for the development has been formed by the national economy, science and technological progress. The author distinguishes three stages in the development of vocational education: (1) 1944–1949 as the first stage of development, (2) 1950–55 ,period of functioning of the Central Department for Vocational Education, (3) 1959 — the year of the Nationl Congress for Vocational schooling, and (4) the stage started by resolutions of 7th Plenary Meeting of the Polish United Workers' Party as well as by the Act of July 15, 1961 on the development of education. The author presents all achievements as well as shortcomings of the present-day vocational education system.

5. ROZPRAWY Z DZIEJÓW OŚWIATY. [E.R.] Vol. 12. (Dissertations from the History of Education). Ed. Łukasz Kurdybacha. Ossolineum, Wrocław 1969, 247 pp.

Contents: Lipowska, Maria: The Educational Conceptions in the Curricula of Polish Schools for General Education in the Inter-War Period; Trzebiatowski Klemens: Univer-

sity Education in Poland in the Years 1918–1931; Gerus, Seweryn: On the Clericalists' Struggle for Denominational Schools in Poland in the Period 1918–1939; Garbowska, Wanda: The 1932 School System; Balcerek, Marian: The Development of Special Education and Child Care in Inter-War Poland.

6. ŚWIECKI, ANDRZEJ: **25 lat oświaty i szkolnictwa w Polsce Ludowej.** (Education and Schooling in the Polish People's Republic). 2nd ed. Książka i Wiedza, Warszawa 1969, 314 pp.

The book includes analysis of achievements in the area of education and schooling in the Polish People's Republic. Successive chapters of the book deal with the following problems: primary schools, secondary schools, higher schools, adult instruction, care for children and adolescents, equipment, staff, socialist education. The book includes tables of statistical data and their interpretations. Annex presents the organization of schooling. Bibliography of works on the subject is included.

7. WIECZOREK, TADEUSZ: **Geneza przysposobienia rolniczego w Polsce.** (Origins of Agricultural Preparation in Poland). Ludowa Spółdzielnia Wydawnicza, Warszawa 1969, 258 pp.

The book presents sources of agricultural preparation in Poland, the process of forming its theoretical foundations and growing experience in this field in the years 1926–1939. The first three chapters include detailed description of conditions in which agricultural preparation was initiated as an extramural form of agricultural education and of its economic and socioeducational basis up to 1939. Chapters IV–VIII deal with the process of forming organizational structure of agricultural preparation, development of self-instruction in groups, basic principles and methods of work. Research results helped to refute opinions that agricultural preparation is an educational form imported from the United States, mechanically implanting ideas of American Boy's and Girl's Agricultural Clubs.

8. WYCECH, CZESŁAW: **Wspomnienia 1905–1939.** (Memoirs 1905–1939). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 375 pp.

Memoirs by the Marshal of the Polish Diet, head of the United Democratic Party — Czesław Wycech. The author describes his work as a primary school teacher and an active member of the Polish Teachers' Association. Stress is laid on the struggle of the left wing of the Association against the authorities and clergy in the pre-war Poland. The book is based on archival materials from the collection of the author and from those of other active members of the association as well as on materials from the press of the period.

9. ZIELIŃSKI, ZYGMUNT: **Tendencje rozwojowe szkolnictwa zawodowego w okresie 25-lecia PRL.** (Developmental Tendencies in Vocational Education in the Polish People's Republic during the Past 25 Years). *Szkoła Zawodowa* 1969, No. 7/8, pp. 5–8.

The author points out dependencies between the development in vocational schooling and social-economic progress in our country. The article includes description of successive stages of the development in vocational education: (1) 1945–50, full seven-year primary school became an indispensable basis for vocational training, range of vocational education was enlarged by increasing the number of pupils in vocational schools; (2) 1951–1958, vocational training was functioning in a system of four types: preparatory vocational schools, full vocational secondary schools, non-full secondary vocational schools, schools for foremen; (3) Act of July, 1961 adjusted the existing system to changes resulting from school reform (8 year primary school.) The article includes statistical data illustrating the development of vocational training in Poland.

10. ZBOROWSKI, JAN: **Rozwój dydaktyki w okresie XXV-lecia PRL.** (Development of Didactics in the Polish People's Republic). *Życie Szkoły* 1969, No. 6, pp. 1–6.

The author distinguishes three stages in the development of Polish didactics after the II World War. I. 1945–48.

Achievements of Polish didactics in this period were limited. II. 1949–1954. In this "period of ideological and methodological crisis" as the author calls it, Polish didactics concentrated on (1) a critical review of achievements, (2) research on process, methods and effects of instruction, (3) analysis of teaching plans and curricula, (4) polytechnic training in theory and practice. Research work based on marxist methodology was started. III. 1955–1968. The third period brings two main trends of interest: (1) revision of teaching contents and handbooks, (2) modernization of system and methods. Majority of researches deal with modernizing the didactic system, improving methods (problem and programmed instruction) and carrying out evaluations of educational attainment. Shortage of materials can be noticed in the field of scientific foundations of didactic-educational process and higher school didactics.

See also: 40, 64, 70, 91

## II. LAWS AND LEGISLATION

11. OBWIESZCZENIE Ministra Oświaty i Szkolnictwa Wyższego w dniu 31 marca 1969 r. w sprawie wykazu obowiązujących resortowych aktów normatywnych i innych o charakterze ogólnym dotyczących szkolnictwa wyższego, ogłoszonych w Dzienniku Urzędowym jak i nie publikowanych. (Announcement Issued by Minister of Education, March 31, 1969 concerning the List of Operative, Normative Acts on Higher Schooling both Published in *Dziennik Urzędowy* or Unpublished). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1969, No. A-6, item 66.

12. OBWIESZCZENIE Ministra Oświaty i Szkolnictwa Wyższego z dnia 31 marca 1969 r. w sprawie wykazu obowiązujących resortowych aktów normatywnych i innych o charakterze ogólnym dotyczących oświaty ogłoszonych w *Dzienniku Urzędowym* oraz nie publikowanych. (Announcement Issued by Minister of Education and Higher Education, March 31, 1969 concerning the List of Operative Normative Acts on Education Pub-

lished in *Dziennik Urzędowy* or Unpublished). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1969, No. B-7, item 62.

Announcement is accompanied by the list of operative normative acts in force on March 31, 1969 concerning: (1) various types of schools and other educational institutions, (2) general schooling, (3) vacational schooling, (4) Teachers' Colleges and the State Institute for Special Pedagogy, (5) adult instruction, training in courses and extramural forms, (6) socio-educational problems, (7) training in defense, (9) teaching plans and curricula, staff, employment, conditions of work, (10) finances and planning, (11) administration, and (12) investments and repairs.

13. ZARZĄDZENIE Ministra Oświaty i Szkolnictwa Wyższego z dnia 28 czerwca 1969 r. w sprawie organizacji: 1) Wyższej Szkoły Nauczycielskiej w Kielcach, 2) Wyższej Szkoły Nauczycielskiej w Olsztynie, 3) Wyższej Szkoły Nauczycielskiej w Bydgoszczy, 4) Wyższej Szkoły Nauczycielskiej w Słupsku. (Ordinance Issued by Minister of Education and Higher Education, June 28, 1969 concerning organization of 1) Advanced Teachers' College in Kielce, 2) Advanced Teachers' College in Olsztyn, 3) Advanced Teachers' College in Bydgoszcz, 4) Advanced Teachers' College in Słupsk). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1969, No. A-7, item 71–74.

Advanced Teachers' Colleges established in 1969 will train teachers for primary and non-full vocational secondary schools. Advanced Teachers' Colleges include departments of humanities, natural sciences and education as well as interdepartmental sections: (1) Section for Military Training, (2) section for Foreign Language Teaching and (3) Section for Physical Training. Instruction lasting three years is conducted in a system of day-studies according to curricula and teaching plans approved by the Minister of Education. Graduates are granted diplomas of higher vocational studies.

14. ZARZĄDZENIE Ministra Oświaty i Szkolnictwa Wyższego z dnia 12 marca 1969 r. w sprawie wykonania niektórych postanowień dekretu o obowiązku szkolnym. (Ordinance Issued by Minister of Education and Higher Education, March 12, 1969 concerning Execution of Some Provisions of the Compulsory Schooling Decree). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1969, No. B-4, item 45.

The order pertains to special cases of executing provisions of Compulsory Schooling Decree: principles of issuing permissions to enter school a year earlier, exempting from compulsory schooling children of 15, conditions for executing compulsory schooling on the part of adolescents of 15 to 17, exceptions to the rule of "school districts", the children of which are to attend a given school, ways of creating conditions for executing compulsory schooling in sparsely inhabited regions, cases of unjustified absence from school, duties of the headmaster with respect to supervising execution of compulsory schooling.

## III. GENERAL INFORMATION ON EDUCATION

15. BIELECKI, FRANCISZEK: **Planowanie oświaty na tle perspektyw rozwoju społeczno-gospodarczego.** (Planning Education and the Perspectives of Social and Economic Development). *Chowanna* 1969, No. 3, pp. 269–291.

A methodological attempt to work out foundations of planning education up to 1985 considering all the conditions necessary to find rational solutions. The article presents basic elements of social and economic development influencing the tasks of education. On the basis of prognosis of social and economic character it is possible to determine needs and tasks in the area of education. The author discusses the present state of schooling, didactic–educational work, teachers' situation and presents postulates which in his opinion should be carefully analyzed before realization.

16. GMYTRASIEWICZ, MICHAŁ and KLUCZYŃSKI, JAN: **Ogólne problemy finansowania kształcenia w Polsce.** [R.E.] (Financing Education in Poland). *Kwartalnik Pedagogiczny* 1969, No. 1, pp. 107–124.

The article presents the development of schooling in Poland in the years 1950–1965 and sources of financing education in this period, special stress being laid on higher schooling in the years 1961–65. Two statistical tables are included. Table 1 presents general, vocational and higher schooling including numbers of schools, students, graduates and teachers. Table 2 presents expenditure on education, higher schooling and research in relation to the total state budget. The autors proves that the system of financing education exerts great influence on the development and functioning of schooling. Financing education by the state resulted in popularization of education among all citizens independently of their income and social standing.

17. JAŁBRZYKOWSKA, FELICJA: *Studia i Materiały z Dziejów Nauki Polskiej.* Bibliografia zawartości za lata 1953–1968. Bibliography 1953–1968. Państwowe Wydawnictwo Naukowe, Warszawa 1969, 35 pp.

The bibliography includes full contents of "The Studies and Materials" from the years 1953–1968 with a bibliographical description of volume in a systematic, three-grade arrangement.

A. History of Science:
   I. General Information.
   II. Social Sciences.
   III. Biological, Medical and Agricultural Sciences.
   IV. Mathematics, Physics, Chemistry, Geology and Geography.
   V. History of Technology and Technical Sciences.

B. Organization of Science, Scientific Activities.
   I. General.
   II. Scientific Institutions.
   III. Scientific Movement: Conferences, Meetings.

Index of names and institutions is included.

18. KATA, WŁADYSŁAW and PUŻYŃSKI, ADAM: **Nowe tendencje rozwojowe systemu szkolnego.** (New Developmental Trends in the School System). *Nowe Drogi* 1969, No. 8, pp. 86–96.

The author states that the Polish school system does not meet social and economic requirements. Reform in primary schooling pertained to grades V—VIII. Mental capacities of the pupils, however, are at their best in grades I—IV, thus the degree of difficulty at this level should be increased and range of information covered by the curriculum of the primary school as a whole widened. That would create a chance of improving the level of culture and education in the society. As to secondary schooling the author postulates introduction of two-year vocational schools as a basis for three-year high school both vocational and general, enabling graduates to enter higher schools. The system would realize the postulate of promoting vocational schooling and would bring school closer to life.

19. OKOŃ, WINCENTY: **Perspektywy badań pedagogicznych w Polsce Ludowej.** (Perspectives of Educational Research in the Polish People's Republic). *Nowe Drogi* 1969, No. 1, pp. 96–106.

Discussion theses for 5th Congress of the Polish United Workers' Party and resolutions passed at the Congress determined tasks in the field of educational research concentrating them round problems of schools and other educational institutions. Stress was laid on working out a uniform educational system and on the proper selection of teaching and educational contents. The author presents the state of educational research in Poland. He also points out the integral character of educational sciences confronting the assumptions presented in the article with research programs in the Soviet Union and in Sweden. The author emphasizes the necessity to work out a national research program covering works of special significance for the Polish education to be carried out under a proper scientific guidance and having all the conditions of feasibility. Supervisory functions should be transferred to an organizational unit provided with all the necessary means and materials. The author postulates to organize a Polish Educational Society.

20. SUCHODOLSKI, BOGDAN: **Aktualne problemy pedagogiki.** (Present-Day Problems of Educational Sciences). *Życie Warszawy* 1969, No. 280, p. 3.

The article includes considerations on present-day tasks of educational sciences in the light of debates at the International Congress of Education in Warsaw, September 1969. Discussion concentrated round changes in education brought about by the development of civilization. Much attention was paid to vocational training and to education through art. The author considers main tasks of education to be connected with the preparation of young people for professional and social work. The preparation in question should satisfy needs of the society in the times of revolution in science and technology.

21. SZCZERBA, WIKTOR: **Zadania nauk pedagogicznych w świetle uchwały V Zjazdu PZPR.** (Tasks of Educational Sciences in the Light of Resolutions Issued at the Fifth Congress of the Polish United Workers' Party.) *Kwartalnik Pedagogiczny* 1969, No. 1, pp. 3–15.

The author gives a detailed analysis of the state of Polish educational sciences before the Fifth Congress of the Party, pointing out their achievements and shortcomings, extensively discussing the latter, i.e., lack of concentration and coordination in carrying out educational research, lack of a uniform system of socialist education covering the whole of the training and upbringing in and out of school. Stating the necessity to form such a system the author attempts to define its contents and methods of realization. Special attention is drawn to educational objectives, uniform system of educational principles, organization of schooling, selection and gradation of contents, out-of-school institutions, role of a teacher, and to the system of teacher training.

22. ZACHAJKIEWICZ, EDWARD: **Węzłowe problemy oświaty i wychowania.** (Crucial Problems of Education). *Nowa Szkoła* 1969, No. 3, pp. 2–11.

Statement by the Deputy-Minister of Education based on resolutions of 5th Congress of the Polish United Workers'

Party. The resolutions pointed out two main tasks of schooling. They are: adjusting the whole of the educational system to the development of culture and economy and intensification of ideological and educational work in schools. In the first part of the article the Minister discusses the structure and network of primary, general secondary and vocational secondary schooling and considers the necessity to introduce structural and organizational changes in order to adjust conditions of training to the needs of particular branches of the national economy. He also stresses the necessity of coordination in the area of planning, financing and functioning of education. The second part of the article is devoted to problems of intensifying ideological and educational work in schools. He considers the proper understanding of socialist patriotism and of the historical role of the workers' class to be of primary importance. He shows how a school should become a consciously organized educational environment, stresses the role of youth organizations and of cooperation between school and parents as well as with other institutions. The Minister points out the necessity of a curricula and handbook verification. Concluding he formulates two most important tasks of the socialist school: training intellects and forming attitudes.

See also: 6, 36.

## IV. SOCIAL AND EDUCATIONAL SCIENCES

23. CHAŁASIŃSKI, JÓZEF: **Społeczeństwo i wychowanie.** (Society and Education). Ed. 3. Państwowe Wydawnictwo Naukowe, Warszawa 1969, 336 pp.

Sociological analysis of educational processes and institutions starting from 18th century to modern times. The author discusses education in the light of needs, endeavors and ideology of various social groups determining activities of educational institutions. Stress is thus laid on the formation of modern, national societies and their class differentiation. The book is of great practical significance,

since understanding of the social and educational mechanism is a condition for rational, educational social engineering based on solid historical and sociological foundations.

24. HAN-ILGIEWICZ, NATALIA: **Dziecko w konflikcie z rodziną.** (Child in Conflict with the Family). Nasza Księgarnia, Warszawa 1969, 205 pp.

Part I of the book includes 16 episodes showing tragedies of children. Each of them illustrates a conflict situation. Part II presents mechanisms of conflict formation and regularities occurring in these processes on the basis of the episodes from part I. Outlines of educational problems are given for the reader without straightforward solutions. Attitudes, reactions and statements on the part of adults, both committed and from outside the conflict situations, were presented and characterized. Role of family bonds is stressed as a factor heading off conflict situations.

25. KOZAKIEWICZ, MIKOŁAJ: **U podstaw wychowania seksualnego.** [E.] (Foundations of Sexual Education). Państwowy Zakład Wydawnictw Lekarskich, Warszawa 1969, 354 pp.

The author discusses the objective attitude of the present-day pedagogy to the set of problems connected with sexual education. Foundations of sexual education are formed by physiology, psychology, sociology and ethics of sexual life, as well as by conclusions drawn from research on sexual knowledge and culture of the youth, typical conflicts and difficulties encountered at various stages of life. Important information is provided by researches on teachers' and parents' attitudes towards these problems. The author postulates to construct a program of sexual education consisting of three elements: information on sexual problems, preparation for sexual life, preparation for marriage and parenthood. Analysis of school curricula demonstrated that sexual education of the youth should take place in the course of acquiring successive parts of teaching program.

26. KRYGOWSKA, ZOFIA: **Zarys dydaktyki matematyki. Cz. I.** (Didactics of Mathematics. An Outline. Part. I.) Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 187 pp.

The book is the first part of a three-volume work on teaching mathematics written on the basis of the author's lectures on the subject in the Advanced College for Education in Cracow. The present part is devoted to the problems from the range of methodology and didactics of mathematics. It includes discussion of the following problems: mathematical abstraction and natural design, didactic functions of transformation in teaching mathematics, operative character of mathematics, intuitive and formal reasoning, language of mathematics.

27. KUPISIEWICZ, CZESŁAW: **Niepowodzenia dydaktyczne.** [R.E.] (School Failures). 3 ed. Państwowe Wydawnictwo Naukowe, Warszawa 1969, 427 pp.

The author analyses in detail causes of school failures and presents methods of counteracting them. Contents of this new edition are modernized and recently obtained materials added. As a starting point the author takes etiology of school failures and results of attempts to overcome them in varius countries. The set of problems is then limited to didactic questions. The aim of the book is to present causes of small effectiveness of instruction and to show remedial measures available to the teacher. Methods of overcoming school failures cover preventive, diagnostic and terapeutic activities. Effectiveness of the suggested methods is verified in the course of natural experiments carried out in 5 schools of various types. Documentation of research is included.

28. ŁOBOCKI, MIECZYSŁAW: **Socjometria ułatwia poznanie klasy.** (Sociometry Helps to Know the Class). *Problemy Opiekuńczo-Wychowawcze* 1969, No. 6, pp. 21–25.

Sociometric investigations in the school class consist in asking pupils questions on various interpersonal relations in class situations. The article includes advice and instruction on test construction, administration and on ana-

lyzing data obtained in the test. Although sociometric techniques reflect only the present state of interpersonal relations, they can be of great usefulness for the teacher especially in the area of his work on attitude formation in the youth.

29. OKOŃ, WINCENTY: **Podstawy wykształcenia ogólnego.** (Foundations of General Education). 2 ed. Nasza Księgarnia, Warszawa 1969, 373 pp.

The book presents a modern didactic-educational system called "the open system of general education". The author introduces four basic theoretical theorems pertaining to (1) the theory of general education, (2) objectives, (3) structure of knowledge and (4) the theory of four ways of learning. Four elements of knowledge are distinguished leading to four ways of learning: by assimilation, by discovery, by experience and by action. The author states that each of the ways exists independently, they form, however, various aspects of the integral process of learning. The above mentioned theorems are discussed in 10 chapters of the book, an additional chapter being devoted to the role of a handbook. The system as a whole is subjected to the all-round development of pupil, thus educational contents are considered to be of primary significance. The book includes discussion of humanistic and social foundations of general education, training in natural sciences and problems of art education. The book is of great value for research workers as well as for practising teachers.

30. REMBOWSKI, JÓZEF: **Z badań nad postawami dzieci wobec rodziców i innych członków rodziny.** [R.E.] (Research on Children's Attitudes Towards Parents and Other Members of the Family). *Psychologia Wychowawcza* 1969, No. 3, pp. 257–273.

Research covering 262 children (135 girls and 127 boys) aged 6 to 7 carried out by means of Anthony-Bene's test proved that (1) children show more affection for mothers than for fathers, for younger brothers and sisters than for older ones and for grandparents, (2) there is a clear con-

currence of affections shown by the children and those received by them from the members of the family, (3) families can be divided into 3 groups according to existing interpersonal relations: (a) group with positive relations (32%), (b) group with ambivalent relations (45%), (c) group with negative relations (23%).

31. SAWICKI, MIECZYSŁAW: **Struktura jako kategoria dydaktyki.** (Structure as a Didactic Category). *Ruch Pedagogiczny* 1969, No. 5, pp. 545–555.

The article attempts to define the structure of a school-subject on the basis of physics and to present an objective method of analyzing this structure. The author postulates adapting the structure of a subject-matter to the structure of a corresponding scientific discipline. He then presents types of structures in teaching physics using matrix and graph methods. The attempt is highly interesting from the point of view of advantages of the methods in question for the general theory of instruction, especially in the area of selection and gradation of teaching contents.

32. SZEMIŃSKA, ALINA and GOŁĄB, ANDRZEJ: **Norma "nie kradnij" w świadomości moralnej młodzieży przestępczej i nieprzestępczej.** (Norm "Don't Steal" in the Moral Consciousness of Delinquent and Non-delinquent Youth). *Psychologia Wychowawcza* 1969, No. 4, pp. 461—471.

Research covered two groups of male adolescents: 64 juvenile delinquents from educational institutions and 61 pupils of primary school grade 7. Written anonymous papers by respondents consisted of direct answers to independent, separate questions or to questions connected with "a story". Research results demonstrated that: (1) opinions of boys of the two groups differ with respect to frequency and significance of stealing, (2) knowledge of the norm is the same in both groups, (3) perception of moral evaluations in society is disturbed on the part of delinquents, their attitude toward the norm being less accepting, reaction to transgressing it does not reveal sense of guilt or consists in tolerating it if it appears.

33. WIĘCKOWSKI, RYSZARD: **Typologia problemów dydaktycznych i ich rozwiązywanie.** (Typology of Didactic Problems). *Klasy Łączone* 1969, No. 4, pp. 193–203.

The article includes typology of didactic problems and analysis of activities connected with problem-solving in the course of school instruction. On the basis of the psychology of thinking processes the author distinguishes four types of didactic problems: (1) open-open, (2) open-closed, (3) closed-open, (4) closed-closed. Each category is discussed and exemplified by various lessons. The author presents then a formalized structure of problem solving. The article aims at developing and precising some assumptions of problem-solving instruction.

34. WUJEK, TADEUSZ: **Praca domowa i czynny wypoczynek ucznia.** (Homework and Active Leisure). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 146 pp.

The author investigates the following problems: pupil's work and leisure, organization of active leisure, overburdening of youth with schoolwork, pupil's homework, factors determining the amount of free time on the part of the pupil, forms of relaxation, perspectives of active leisure in the light of data presented. Research pointed out increasing role of the extramural education as an integral part of the whole educational system, developmental tendencies in various educational institutions of the extramural character providing active leisure for the youth and demands for educational preventive activities undertaken in order to avoid social maladjustment of the youth.

35. ZABOROWSKI, ZBIGNIEW: **Rówieśnicy. Problemy wychowania środowiska rówieśniczego.** (Coevals. Educational Problems of Coeval Environment). Wydawnictwo Harcerskie, Warszawa 1969, 212 pp.

The book presents the set of problems pertaining to the coeval environment of a child in out-of-school conditions. The environment is composed of various elements exerting influence upon social and moral development of a child. A coeval group is one of the most important fac-

tors. The author analyses the structure of a group as well as contents, objectives, governing norms and their educational influence upon an individual. He states that it is possible to control the structure of a group and relations within it by educational activities on the part of institutions and organizations in the local environment. Pointing out the necessity to integrate educational influence the author postulates to organize community schools as an open institution influencing the local environment of a pupil. He also stresses the role of scout organization.

See also: 10.

## V. THE TEACHER'S PROFESSION

36. IWANOWSKI, WOJCIECH: **Planowanie kadr nauczycielskich.** (Planning Educational Staff). *Chowanna* 1969, No. 3, pp. 308–325.

The author presents considerations from the area of educational economics pertaining to the set of problems connected with planning educational staff according to social demand and existing possibilities. Number of practising teachers is given on the basis of the report by the Ministry of Education and Higher Education of October 1st, 1968 as well as the level of education of the teaching staff, fluctuations in comparison with the data presented in the report from October 1, 1967 and reasons for resigning by teachers from full-time work in schools. The author then gives assumptions for constructing plans and investigates factors determining the scale of employment. Perspective plan is considered to be a basis for planning the network of teacher training institutions.

37. JABŁOŃSKI, HENRYK: **Czego oczekujemy od wyższych szkół nauczycielskich.** (Expectations Connected with Advanced Teachers' Colleges). *Życie Szkoły Wyższej* 1969, No. 10, pp. 3–12.

Speech delivered by the Minister of Education and Higher Education at the inauguration of the first academic year

at the Advanced Teachers' College in Bydgoszcz, September 2, 1969. The speaker discusses the present state of the teacher's profession and its historic, political, social, ideological and economic importance. He stresses the fact that Advanced Teachers' Colleges are considered to be open schools, first because they cannot get isolated from the local environment, secondly, because they enable graduates to continue their studies at Advanced Schools for Education and at universities.

38. MACIASZKOWA, JANINA: **O możliwości wychowawczego wpływania na ucznia. Kierunek — system wychowawczy. Nauczyciel, którego cenię i podziwiam.** (Educational Influence upon the Pupil. Direction — Educational System. The Teacher I Respect and Admire). *Problemy Opiekuńczo-Wychowawcze* 1969, No. 6, pp. 7–11; No. 7, pp. 5–9; No. 9, pp. 4–9.

In the set of articles factors conditioning educational influence of the teacher and school are discussed. Research carried out in secondary schools proved that the most important factor is formed by the contact between the teacher and the pupil based on the exchange of thoughts, feelings and ideas connected with the whole of the pupil's personality. Characterizations of teachers who gained pupils' acceptance are included. Discussing methods of work used by the teacher and situations within the group of pupils the author sets forth the following postulates: uniformity in requirements, in evaluations and in contacts with the group.

39. SUCHODOLSKI, BOGDAN: **Refleksje o zadaniach i wykształceniu nauczycieli w PRL.** (Teacher Training in Polish People's Republic). *Życie Szkoły Wyższej* 1969, No. 7/8, pp. 71–80.

The author postulates teacher training to be conducted exclusively by the scientific staff employed in higher schools. The idea of branches of higher schools, being presently implemented, is not considered to be a new one, such is, however, the scale of its development. Discussing Centres for Teacher Training the author claims for elasticity of their staff organization: "systematic participation of visiting instructors should be forseen and encour-

aged by their parent centers". The state should enable Teacher Training Centers to employ higher school instructors — a group of scientists having best chances and strongest stimuli for development, since this is the most important factor of rational, modern reorganization of the system of training. Training all teachers in higher schools should be an integrating factor in their profession.

40. WOJTYŃSKI, WACŁAW: **Kształcenie nauczycieli w pierwszym ćwierćwieczu Polski Ludowej.** (Teacher Training in the Polish People's Republic). .*Przegląd Historyczno-Oświatowy* 1969, No. 3, pp. 287–307.

The author discusses the setting up of the teacher training system in Poland, its tasks connected with the development of schooling, stages in training teachers for primary schools (in the first decade — training in secondary schools, in the second — at post-secondary courses, in the third — in higher schools). The article includes a detailed analysis of organizational and educational problems of various types of teacher training institutions, stages of their development, preparation of teachers in institutions of higher education and training teachers for vocational schools.

## VI. SCHOOLS AND INSTITUTIONS BY TYPE OR LEVEL

### VI. 1. PRESCHOOL

41. BIAŁOŁĘCKA, HELENA: **Przedszkolak dobrym kolegą.** (A Kindergarten Child as a Good Companion). *Wychowanie w Przedszkolu* 1969, No. 5, pp. 245–250.

The article presents observations conducted by a kindergarten instructor and a description of a natural experiment connected with the children's understanding of the idea of a good and bad fellowship and with their evaluations of loyal and disloyal reactions. Changes in the children's behavior under the educational influence have been noticed. Attitudinal investigations have been controlled twice in the course of the year: children answered questions

and described pictures. Research results proved the process of socializing to be constant. The order of educational activities should be, however, worked out.

42. DMOCHOWSKA, MARIA: **Wystawy — dobrą formą upowszechniania doświadczeń. Wystawki na codzień.** (Exhibitions of Children's Works in Kindergarten). *Wychowanie w Przedszkolu* 1969, No. 4, pp. 202–207; No. 7/8, pp. 378–383.

The author discusses the educational influence of exhibitions of children's works in kindergartens on the development of their artistic creativeness and sensitiveness. The role of exhibitions in forming social attitudes of children is also stressed through their active participation in organizing presentations for parents, who in turn get acquainted with the work of a kindergarten and come closer to a child. The article includes instructions on the way of organizing circumstantial as well as every day exhibitions, which should function as an illustration of the every day work of the children in all aspects of their creativity, and thus form an element of aesthetic education.

43. DYNER, WŁADYSŁAW: **Funkcje klocka w zabawach tematycznych dzieci w przedszkolu.** (Functions of Building Blocks in Topical Plays of Kindergarten Children). *Wychowanie w Przedszkolu* 1969, No. 7/8, pp. 350–358.

Functions of building blocks in children's plays are twofold: (1) they replace objects unavailable for a child in a topical play; (2) they serve as a material in constructive plays. Observations have been carried out for two weeks in 33 kindergartens. 187 objects were found replaced conventionally by a building block. The choice of a block is determined by its size and shape. Assignement of a function is usually accompanied by a verbal comment. Substitute objects serve to satisfy needs to interfere with material world of objects and enable to find outlet for energy in an active way.

44. KALMAN, KRYSTYNA: **Dojrzałość emocjonalna a dojrzałość szkolna dzieci sześcioletnich.** (Emotional Readiness and School Readiness of Six-Year-Olds). *Wychowanie w Przedszkolu* 1969, No. 7/8, pp. 358–363.

Research on school readiness has been carried out on 2351 six and seven-year-olds — candidates for grade I. Conclusions are the following: (a) achieving school readiness is not a regular process; (b) children with unequal level of emotional readiness and school readiness have difficulties in social adaptation and schoolwork thus demanding specific conditions in didactic-educational work; (c) schools can ensure proper development of a child only when its school readiness and emotional readiness are of equal level.

45. LEWIN, SABINA: **Podstawy wychowania przedszkolnego w Polsce Ludowej.** (Foundations of Kindergarten Education in the Polish People's Republic). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 238 pp.

Chapter I is a presentation of two kindergarten systems: Froebel's and Montessori's. In Chapter II the author discusses their functioning in adaptation to Polish conditions, influence upon the theory and practice of kindergarten education and the development of independent conception of kindergarten education in Poland. In Chapter III ideological foundations of kindergarten education are presented illustrated by the example of the Worker's Association of Children's Friends. Socialist conception of kindergarten education is also discussed. Chapter IV includes a presentation of the most important problems of kindergarten education in Poland in the light of new educational ideas in France and in the Soviet Union.

46. MYSTKOWSKA, HALINA: **Żywe słowo w pracy z dziećmi sześcio i siedmioletnimi.** (The Spoken Word and its Influence on Six and Seven-Year-Olds). Ed. 2. Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 175 pp.

The book from the field of education, psychology and aesthetics deals with the influence of the spoken word on psychic processes in six and seven-year-olds, special stress being laid on general and particular thinking, experience and speech of the children. The processes in question are expressed and reflected in children's drawings, statements and behavior. Analysis of speech elements pro-

duced by adults has been carried out with respect to their phonetic and semantic characteristics. Research covered 138 children. Research design and statistical data are included.

See also: 99

## VI. 2. PRIMARY

47. GINKO, ANIELA: **Ocena samego siebie i otoczenia w wypowiedziach dzieci i młodzieży w wieku od 9 do 18 lat.** (Self and Environment Evaluations by Children and Adolescents aged 9 to 18). *Psychologia Wychowawcza* 1969, No. 4, pp. 452–461.

Research on changes occurring in children and adolescents connected with their self-evaluation and attitudes towards social environment covered 150 girls and 150 boys aged 9 to 18 from grades 3, 5, 7 of primary school and grades 9 and 11 of general secondary school (30 girls and 30 boys from each grade). Pupils were given the following question: Imagine you have a magic wand that will help you to change the world. What would you change (a) in your appearance and character, (b) in your family, (c) in your school, (d) in your society and (e) in the world. Analysis revealed significant changes occurring with age in the way of evaluating self and environment. The over-all pattern of changes proved to be progressive.

48. HOLESZOWSKI, WŁODZIMIERZ and WĘGÓRZEWSKI, JACEK: **Pracownia i klasa-pracownia w szkole podstawowej i liceum ogólnokształcącym.** (Technical Workshop in Primary and General Secondary Schools). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, pp. 152–171.

The book is a set of instructions for teachers of technical training on the ways of equipping school workshop. The authors discuss methods of work and present a number of useful models of installations and furnishings. Devices suggested by the authors are modern and adjusted to financial conditions of average schools. The book is composed of two parts. Part I includes instructions per-

taining to designing workshops, part II introduces selected problems from workshop activities. Illustrations are included.

49. KOSZARSKI, WŁODZIMIERZ: **Uwagi o rozwoju nauczania geografii w okresie 25–lecia.** (Teaching Geography in the Years 1945–1969). *Geografia w Szkole* 1969, No. 4, pp. 210–216.

The author discusses factors which prompted the development of geography teaching in the course of the last 25 years. They are the following: (1) role of the periodical *Geografia w Szkole* in popularizing new achievements (first issued in 1948), (2) publishing books and articles on geography didactics, (3) edition of maps, (4) systematic training of geography teachers first in Secondary Schools for Education, then in Teachers' Colleges and presently in Advanced Teachers' Colleges, Higher Schools for Education and universities, (5) in-service training of teachers at courses and in interschool self-instructional groups.

50. NARTOWSKA, HANNA: **Kliniczna analiza nadpobudliwości psychoruchowej u dzieci w wieku szkolnym.** [R.E.] (Clinical Analysis of Psychomotor Overexcitability in Schoolchildren). *Psychologia Wychowawcza* 1969, No. 4, pp. 398–410.

Research covered 374 boys and girls of primary schools, grades 2 and 3. Then a group of 47 children with high degrees of psychomotor overexcitability was selected and subjected to thorough, individual examination. It has been found out that overexcitability is indicated by a variety of symptoms. In most children disturbances of the rate and rhythm in development of various psychic functions have been noticed. Many facts observed in the course of examinations show lesions in the central nervous system as being the main reason for overexcitability. It has also been stated that many factors, e.g., bad environmental conditions, insufficient care, or accidentally provided educational influence cause in overexcitable children behavioral disturbances, educational difficulties and school failures.

51. RACZKOWSKA, JADWIGA: **Wychowawca klasy planuje.** (Planning Educational Work). *Problemy Opiekuńczo-Wychowawcze* 1969, No. 6, pp. 26–29; No. 7, pp. 25–28.

Considerations on the techniques of planning educational work in class have respect to the following problems: (1) educational plan, (2) its construction, (3) activities preceding the construction, (4) characteristics of the plan. The most important features of the plan should be: purposefulness, feasibility, coherence, operativeness, elasticity, detailed character, division into stages. The teacher should be aware not only of the tasks but also of characteristics of educational subjects.

52. TREMPAŁA, EDWARD: **Integracja podstawowych środowisk wychowawczych a rezultaty pracy pedagogicznej szkoły.** [E.R.] (Integration of Basic Educational Environments and the Effects of School's Educational Work). Państwowe Wydawnictwo Naukowe, Bydgoszcz 1969, pp. 165.

The book is a research report presenting the educational influence of environmental factors (school, neighboring and yard environment of the effects of school's educational work. Possibilities are discussed of transforming basic educational environments according to educational objectives of school. The author carried out natural educational experiment in primary schools in Bydgoszcz. His conclusions are the following: (1) Character of the out-of-school environment is a factor conditioning didactic-educational effects, (2) ignoring the children's environment renders didactic-educational processes difficult, (3) undertaking systematic modifications of environment, school can transform it in the desired directions improving didactic-educational achievements.

53. TYSZKOWA, MARIA: **Zachowanie się dzieci szkolnych w eksperymentalnej sytuacji trudnej.** [R.E.] (Behavior of School Children in Experimental Difficult Situation). *Psychologia Wychowawcza* 1969, No. 3, pp. 274–286.

Research covered 210 children of 8–13 and was modeled after Łuria's conflict method. Children under examination

were supposed to react to a series of long and short light stimuli by pressing a rubber ball in a way which was contrary to the characteristics of the stimulus: long pressure for a short light stimulus and vv. Research results revealed that the number of incorrect responses decreases with age and with successive series. Increase of incorrect responses appeared in children sensitive to criticism and negative evaluations. Strong influence can be here detected of parents' requirements and attitudes toward a child.

54. ZBOROWSKI, JAN: **Problemy przeciążania ucznia nauką domową.** (Overburdening in School Instruction). *Chowanna* 1969, No. 4, pp. 423–441.

The author investigates sources of overburdening with homework, which is presently a subject of discussions by teachers, parents, doctors and school supervisors. Research covered 233 pupils of grades 5, 8, 10 from various social environments as well as teachers and school administrators. Questionnaires and interview were used. Research revealed overburdening which can be avoided by the revision of curricula and handbooks, adjusting them to the capabilities of the pupils and by improving quality of the process of instruction.

See also: 46, 62.

## VI. 3. SECONDARY

55. CHRZANOWSKI, ZBIGNIEW: **Kolokwialny system oceny pracy ucznia.** (Colloquial System of Grading Pupils). *Fizyka w Szkole* 1969, No. 3, pp. 54–56.

Experiment introducing a colloquial system of grading pupils aims at getting pupils acquainted with teaching methods used in higher schools, teaching them to grasp the problem as a whole, carry out synthesis, see relations between the facts and draw conclusions. Didactic activities cover: (a) lecture with demonstrations, (b) laboratory activities, (c) mathematical classes, (d) pupils' seminars, (e) scientific film, radio and TV, (f) popular scien-

tific books. Pupils feel treated more seriously, which stimulates their ambitions. Average calculated from grades obtained in the course of experiment is higher for higher experimental classes.

56. DRÓŻDŻ, WITOLD: **Ocena wyników sprawdzianu wiadomości z fizyki za I półrocze r. szkolnego 1967/68.** (Evaluation of Educational Achievement in Physics, March 1968). *Fizyka w Szkole* 1969, No. 3, pp. 51–53.

The article presents scores obtained on a test constructed by the Section for Teaching Physics of the Centre for Teaching Methods. The test was given to 1067 pupils in 17 general and 14 vocational secondary schools and covered teaching material for the first half-year in grade I. Statistical data are presented and discussed.

57. GESSEK, ZBIGNIEW: **Utrwalanie na lekcjach.** ⟨Element odciążenia pracy domowej ucznia⟩. (Consolidating Knowledge in the Course of School Lessons). *Chemia w Szkole* 1969, No. 3, pp. 133–141.

In modern educational theories stress is laid on effectiveness of the didactic process, its objective being effective learning of the youth under the guidance of the teacher and not effective teaching. Thus pupils should learn at school and not at home. The article includes instruction and advice on methods of consolidating knowledge on the subject of chemistry in the course of school-work, at regular and recapitulative lessons.

58. KLUCZNIK, ALFREDA and SZARSZANIEWICZ, TYMOTEUSZ: **XV Olimpiada Chemiczna** (XV Olympic Games in Chemistry). *Chemia w Szkole* 1969, No. 4, pp. 214–230.

A report on the course and organization of Olympic Games in Chemistry for high school pupils, the fourth stage eliminations of which took place between October 1968 and April 1969. Review of achievements from the period of Olympic Games existence is included.

59. MILECKI, ALEKSANDER: **Walka z przeciążaniem czy z nieefektywnością nauczania.** (Overtaxing or Inefficiency of Instruction). *Języki Obce w Szkole* 1969, No. 4, pp. 202–208.

The author divides causes of overtaxing pupils with school instruction into social and didactic. Social causes are the following: (1) democratization of school, (2) lack of well-trained staff in the after-war period, (3) demographic explosion, (4) need for social usefulness of science and (5) rapid development of science and technology. Investigating the problem from the point of view of the amount of teaching material he comes to the conclusion that quantity is less important than quality, thus attention should be paid to scientifically justified and functional selection of contents, i.e., to the increase of curriculum effectiveness. Among didactic causes he mentions ineffectiveness of school-work and home-work, faulty organization of the lesson, mixing up objectives with subjects of lessons and improperly constructed homework loosely connected with the subject matter of the lesson itself.

60. PREJBISZ, ANTONI: **Programy nauczania języków obcych w dwudziestopięcioleciu 1944–1969 na podstawie programów języka angielskiego.** (Foreign Languages Curricula in the Years 1944–1969 on the Basis of English). *Języki Obce w Szkole* 1969, No. 4, pp. 185–193.

Basing on the examination of changes in the post-war foreign languages curricula the author defines developmental trends within the curriculum construction in Poland. 1945–57 was a period of intensive work on foreign languages curricula. Instruction was based on pre-war handbooks adapted to existing needs. Post-war curriculum introduces for the first time the obligatory learning of one foreign language in primary school and of two in general secondary schools. The structure of the curricula did not favor active acquiring of foreign languages and led to grammar-translation method. Progress can be seen as late as 1958. It can be noticed in adjusting curricula to pupils' capabilities and to basic language skills. 1960–1969 is a period of work on the school reform. Curriculum boards undertake first investigations of curriculum and handbook realization.

61. RUBASZKIEWICZ, ANDRZEJ: **Przeciążenie ucznia w procesie nauczania.** (Overtaxing in the Process of Instruction). *Chemia w Szkole* 1969, No. 2, pp. 78–84.

The following causes of overtaxing have been established: (a) faulty method of work on the part of the teacher, (b) lack of systematic control and evaluation of pupils' work, (c) lack of planning and coordination of assignements in various subjects, (d) ignorance of proper methods of learning on the part of the pupils. The author stresses the necessity to improve methods of didactic work, pay more attention to planning and coordination and teach pupils how to learn according to principles of scientific organization of work.

62. SZYMAŃSKI, ŁUKASZ: **Organizacje młodzieżowe w szkole.** (Youth Organizations in Schools). *Problemy Opiekuńczo-Wychowacze* 1969, No. 7, pp. 14–18.

School functions not only as an educational institution but also as a political one, since it brings up a future citizen who is going to participate in the development of the country for his own good as well as for the welfare of the country. This results in the fact that school must function both as a place of learning and as a place of social activity of the youth.

Activities of the youth organizations corresponding to the organizations of adults are a form of enriching educational programs in schools. They contribute to the socialization of the educational process through pupils' participation in the realization of social programs thus preparing them for future activities and for self-government.

See also: 47, 48, 49, 54.

### VI. 4. VOCATIONAL

63. GODLEWSKI, MICHAŁ: **Dydaktyczne środowisko materialne nowoczesnej szkoły zawodowej.** (Didactic Material Environment of the Modern Vocational School). *Szkoła Zawodowa* 1969, No. 9, pp. 14–19.

The author presents his ideas of material basis of the modern vocational school which would facilitate effective realization of the reformed curricula. Thus the total equipment of school, called otherwise school didactic material environment should consist of six functional sets: set of classrooms and workshops, set for preparing models of didactic classes, set of aids for consolidating and controlling knowledge, set for recreation, offices. The article includes description of the available home-made modern teaching aids.

64. KOWALCZYK, WŁADYSŁAW: **Osiągnięcia i trudności szkolnictwa zawodowego w Polsce Ludowej.** (Achievements and Shortcomings of Vocational Training in the Polish People's Republic). *Chowanna* 1969, No. 3, pp. 326–355.

The author points out increasing needs for highly specialized personnel for the Polish national economy. He then considers achievements of the Polish vocational schooling discussing its favourable conditions in the after-war Poland, present state of schooling, assumptions for planning vocational training and organizational structure of the system. Prognoses for the years 1970–75 are taken into consideration.

65. **Kształcenie zawodowe. Problematyka ogólna i badanie przydatności absolwentów.** (Vocational Training. General Problems and Suitability of Graduates). Ed. Tadeusz Nowacki. Ossolineum, Wrocław 1969, 284 pp.

Contents:

1) Nowacki, Tadeusz: Methodology of Research on Vocational Training;
2) Dymecka Janina: Research on Worker's Qualifications and Requirements of Typical Working Posts;
3) Mrugałowa, Kazimiera: Influence of Economic Training on Professional Suitability of Book-Keepers on the Basis of Research on the Work of Economic High Schools Graduates;
4) Królińska, Janina: Careers, Attitudes and Vocational Development of House-Keeping Schools Graduates;

5) Grygierczyk, Franciszek: Vocational and Social Position of Forest Schools Graduates;
6) Zbiegień, Lidia: Adaptation of Graduates from Non-Full Secondary Trade Schools in Nowa Huta;
7) Bieszczad, Wiesław: Research on Vocational Suitability of Graduates from Non-Full Vocational School by Chemical Works in Oświęcim.

66. MICHALSKI, STANISŁAW: **Szkoła rolnicza a środowisko.** (Agricultural School and Environment). Państwowe Wydawnictwo Szkolnictwa Zawodowego Warszawa, 1969, 169 pp.

The book deals with the integration of agricultural schools with local environment. Integration is implemented through getting school's activities close to economic, social and cultural life of the village by means of cooperation with village institutions interested in promoting both agricultural and general knowledge. The author presents a detailed analysis of the problem against the background of agricultural training system. Examples, especially from the voivodship of Poznań, are included.

67. RADWIŁOWICZ, RYSZARD: **W poszukiwaniu optymalnej funkcji pytań uczniowskich. Doniesienie metodologiczne.** (In Search of the most Favorable Function of Pupils' Questions. A Methodological Report). *Psychologia Wychowawcza* 1969, No 3, pp. 210-219.

Research on pupils' questions has been carried out in three stages. At the first stage confrontation has been accomplished of form and contents of pupils' questions obtained through a so called "question-box" placed for a period of three months in 30 grades of primary schools (grades 5, 6, 7). At the second stage influence of the structure of teaching contents on formulating questions by the pupils was investigated. Research was carried out by a group of teachers in secondary vocational schools. Tests constructed according to the same model were used in various theoretical vocational subjects. At the third stage conclusions have been verified from the point of view of teaching methods. Research conducted in the course of suc-

cessive lessons covered 400 pupils in secondary industrial schools and secondary schools for economy.

68. **Szkoła, zawód, praca. Problemy szkolnego poradnictwa zawodowego. Charakterystyki zawodów.** (School, Vocation and Work. Problems of School Vocational Advisory Centers. Vocational Characteristics). Książka i Wiedza, Warszawa 1969, 510 pp.

The book includes discussion of theoretical and organizational problems of School Vocational Advisory Centers and vocational characteristics of above 150 professions. Articles present investigations of various authors on:

a) problems pertaining to the choice of a profession against the background of demographic and socio-economic changes (A. Rajkiewicz);
b) physical and health foundations of School Advisory Centers (K. Sokal);
c) evaluations of psychic characteristics conditioning suitability for a profession and methods of school vocational preorientation (J. Kączkowska);
d) preparation of youth for the choice of a profession in the course of didactic-educational process and activities of Advisory Centers (E. Zakościelna);
e) organization of vocational schooling in Poland (A. Tatoń).

Vocational characteristics — pioneer work in Polish educational writings — are worked out by W. Dobrowolska, T. Piasecka-Szymczak, B. Walczyńska, W. Wranicz and I. Zielińska. Each of the vocational characteristics includes information pertaining to conditions and environment of work, features conditioning suitability for a profession, schooling and employment.

69. WALCZAK, MARIAN: **Stan realizacji założeń organizacyjno-programowych reformy szkolnictwa zawodowego i zadania wynikające z Uchwały V Zjazdu PZPR.** (Realization of the School Reform with Respect to Vocational Schooling and Tasks Connected with Resolution Issued at the 5th Congress of the Polish United Workers' Party). *Szkoła Zawodowa* 1969, No. 9, pp. 1–6.

The author characterizes and evaluates the present state of realization of vocational school reform introduced in

the year 1967. He states that further development of vocational schooling will be closely connected with the directives included in the resolution of the 5th Congress of the Polish United Workers' Party and of the second Session Meeting of the Central Committee of the Polish Workers' Party establishing future directions in the development of machine-building, electronic and electrotechnical industry.

According to his opinion a number of problems should be discussed both by theoreticians and by practicists, e.g., proportions of general education, vocational education and practical training, shortcomings in equipment, staff difficulties, overloaded curricula and verification of handbooks. Conclusions presented in the article are based on confronting the situation in vocational schooling with requirements of the national economy as well as on the teachers' opinions.

70. WIECZOREK, TADEUSZ: **Rozwój średnich szkół rolniczych w Polsce Ludowej.** [R.E.] (Development of Secondary Agricultural Schools in the Polish People's Republic). *Kwartalnik Pedagogiczny* 1969, No. 2, pp. 91-117.

Development of agricultural schools in Poland resulted from the demand for specialized agriculturists. The author presents the organization of agricultural schooling considering both full and non-full secondary agricultural schools. He also discusses in detail curricula for both types of schools and objectives of instruction. Three periods are distinguished in the development of agricultural education in Poland: 1945–49, 1950–56, and from 1956 on. Stress is laid on the role and function of correspondence courses.

See also: 4, 9

### VI. 5. HIGHER

71. DYDAKTYKA SZKOŁY WYŻSZEJ 1969, No. 1(5), 21 pp. Ministry for Education and Higher Education.

Contents:

Tymowski, Janusz: Cooperation of Educational Authorities and TV in the field of Adult Instruction;

Bielecki, Franciszek: Results of Research on "TV Polytechnic";
Bandura, Ludwik: Correspondence Studies;
Pachulicz-Powlikowska, Danuta: Some Features of Personality and the Success in Studying;
Denek, Kazimierz: Effectiveness of Instruction and Ways of Measuring It;
Balazs, Bela: Model of a System of Programmed Examinations;
Wroczyński, Ryszard: Role of Libraries and Information in the Didactic Process of Higher Schools;
Krzysztoszek, Zofia: Educational Training of the Young Scientific and Didactic Staff;
Kruszewski, Krzysztof: Methods of Examining Students' Opinions.

72. ILECZKO, BOGDAN: **Konferencja Ministrów Szkolnictwa Wyższego Krajów Socjalistycznych w Warszawie.** (Conference of the Ministers of Higher Education from the Socialist Countries in Warsaw). *Życie Szkoły Wyższej* 1969, No. 12, pp. 3–14.

Report on the fourth Conference of the Ministers of Higher Schooling from Socialist Countries held September 8–14 in Warsaw. For years these conferences have functioned as a forum for exchange of experiences and review of selected problems from the area of higher education. The Warsaw Conference proved to be an important stage in development of manysided cooperation among socialist countries. The report includes summaries of 8 papers and discussion. The papers presented the following problems:
1) communist education of students (Soviet Union),
2) comparability, equivalence and recognition of certificates, diplomas, degrees and titles (Poland),
3) nomenclature of specialities in higher school (Germany),
4) post-graduate studies (Poland),
5) economics and problems of remunerativeness of higher schooling (Roumania),
6) organizational structures of higher schools in the time of scientific and technological revolution (Hungary),
7) participation of students in administration of higher schools (Czechoslovakia),

8) organization of cooperation among socialist countries in the area of research on technical means of instruction, their production and exchange (Bulgaria).

73. JABŁOŃSKI, HENRYK: **Niektóre problemy szkolnictwa wyższego.** (Some Problems of Higher Education). *Życie Szkoły Wyższej* 1969, No. 11, pp. 3-22.

Speech by the Minister of Education delivered at the meeting of the Counselling Board of Higher Education, September 26, 1969. Crucial problems of higher education were presented. Stress was laid on the main task of higher schooling, i.e., providing the national economy with the necessary number of well-prepared specialists. This forms a necessity to carry out proper prognosis and to quickly develop new faculties and departments in higher technical schools. As far as structure and organization of higher schools are concerned, the Minister stressed the role of improving both research work and didactic activities in universities.

74. JAROSZYŃSKI, MAURYCY: **Studia doktorskie.** (Doctoral Studies). *Nauka Polska* 1969, No. 1, pp. 88–99.

The article includes description of doctoral studies as an organized system of training candidates. Degrees are not granted at the course, although it is closely connected with the procedure aiming at the best possible preparation of the candidates. What proved to be important is a high degree of candidate's activeness in the process of instruction and the similar scientific level of candidates within a group. The following elements, closely connected with one another are required: skill to solve independently scientific problems, profound theoretical knowledge of the subject and passing examination in marxist philosophy or political economy.

75. KIETLIŃSKA, ZOFIA: **Metody analizy wyników nauczania.** (Methods of Analyzing Educational Results). *Życie Szkoły Wyższej* 1969, No. 4, pp. 3–9.

The article includes description of the quantitative method in analyzing educational results and suggestions of introducing qualitative methods of characterizing the didactic process. The method applied at present consists of measuring and comparing quantitative effects of instruction. Proposals pertain to the necessity of providing evaluations and qualitative characteristics in order to avoid inadequacy of grades and actual amount of knowledge on the part of the student, as well as to increase self-control in the activities of the teaching staff.

76. KIETLIŃSKA, ZOFIA: **W przededniu egzaminów wstępnych.** (Before Entrance Examinations). *Życie Szkoły Wyższej* 1969, No. 3, pp. 39–45.

The article deals with the system of recruiting students for higher schools. The author stresses the importance of methods and forms of examinations which should be an objective instrument of selection. The article includes three statistical tables presenting results of research carried out by the Section for Teaching Methods at the Warsaw Politechnic. Some changes were first introduced in 1966 at the Department of Electronics, where the examination was performed merely in the written form. Changes in the form of examinations were simultaneous with the introduction of a new system of recruitment with so-called "preference points" for peasant and working-class youth.
The author carries out a detailed analysis of the research results and forms postulates for the future action.

77. KOWALCZYK, KRYSTYNA and PASZKOWSKA, AGNIESZKA: **Bibliografia zawartości** *Życia Nauki* 1946–1952. (Bibliography of the Contents of *Życie Nauki* 1946–1952). Ed. Julian Wójcik. Ossolineum, Wrocław 1969, 66 pp.

Bibliography covers full contents of *Życie Nauki* until the year 1958. Since the year 1953 two other periodicals have been published *Nauka Polska* and *Życie Szkoły Wyższej* as a continuation of the first one. Bibliography is prepared in a systematic arrangement. It includes four sections:

(a) Theoretical problems of the science of science; (b) Organization of science. Policy of science; (c) History of science and technology; (d) Non-scientific problems. Index of names and institutions is included.

78. LUDKIEWICZ, ZOFIA: **Niektóre psychologiczne i pedagogiczne przyczyny powodzeń i niepowodzeń w nauce studentów pierwszych lat studiów Politechniki Warszawskiej.** (Some Psychological and Educational Causes of Successes and Failures of First Year Students at Warsaw Polytechnic). Politechnika Warszawska, Warszawa p. 230.

Research aimed at defining some syndromes of causes determining successes and failures. Practical aim of research was to provide university authorities with data serving as foundations for planned activities favoring positive causes and overcoming negative ones, which should result in increasing efficiency of instruction. Questionnaires were given to about 65% of students at 10 sections of the Warsaw Polytechnic. Detailed examinations covered 126 students and 120 instructors and were carried out by means of various psychological tests. Questions concerned motives for choosing the type of studies, attitudes towards learning, ways and methods of satisfying students' needs, attitudes of the teaching staff towards didactic-eduactional problems and students' IQ.

79. *MANTEUFFEL, RYSZARD:* **Wyższe Szkolnictwo rolnicze a modernizacja rolnictwa w PRL.** (Higher Agricultural Schooling and Problems of Modernization of Agriculture in the Polish People's Republic). *Życie Szkoły Wyższej* 1969, No. 7/8, pp. 95—107.

The article of retrospective and comparative character deals with the technical and biological explosion in agriculture. The period under examination covers the last 25 years, special attention is however paid to the sixties. when modernization was introduced to the Polish agriculture. The author investigates the role of higher schooling and its influence upon the process of modernizing agriculture and discusses futurological aspects of the problem.

80. SKWIROWSKA, STEFANIA: *Życie Szkoły Wyższej*. Bibliography (1953—1967). Państwowe Wydawnictwo Naukowe, Warszawa, 1969, p. 174.

Only a short time ago *Życie Szkoły Wyższej* was the only Polish periodical dealing with the problems of higher education. In the course of 15 years it has reflected social changes, organizational and quantitative development and curricula tendencies in higher schooling. The present bibliography registers contents of all articles, reports and reviews published in *Życie Szkoły Wyższej*. A systematic subject arrangement based on the structure of Polish higher schools has been used:

I. General Problems (Bibliographies. Chronicle. Reports. Periodicals and Publications of Higher Schools).
II. Organization and Structure of Higher Schools.
III. Recruiting System and the Course of Day-Studies.
IV. Didactics in Higher Schools.
V. Evening Studies, Extramural Studies.
VI. Post-graduate Studies.
VII. Social Life of Students.
VIII. Foreign Students.
IX. Graduates.
X. Teaching Staff in Higher Schools.
XI. Research Work in Higher Schools.
XII. Economics of Science and Higher Education at Home and Abroad.
XIII. Science.

81. **System społeczny katedry. Wybrane zagadnienia.** [R.E.]. (Social System of University Chair. Selected Problems). Państwowe wydawnictwo Naukowe, Warszawa, 1969. p. 221.

Results of research on the staff of a university chair as a social system carried out in the years 1964–67 by the Department for University Staff under the Guidance of Aleksander Matejko. Research aimed at revealing some elements of the analytic model of a chair. Research-reports by various authors pertain to the following problems: characteristics of the staff in chairs under investigation influencing work and scientific development (qual-

ifications excluded), material limitations in chairs (equipment, assistant staff, budget), atmosphere in chairs, stimuli and hindrances in research work, education of the young members of the staff.

82. SZEWCZUK, WŁODZIMIERZ: **Model wychowanka szkoły wyższej i jego realizacja.** (Model of a Higher School Graduate and its Realization. Proposals.). *Życie Szkoły Wyższej* 1969, No. 3, pp. 91-104.

On the basis of the socialist philosophy and aethics the author distinguished two problems within the educational process: 1) tasks of instructors, 2) object of their educational activities — youth in higher schools. Tasks of educationists in the socialist system are discussed in the light of definite historical and political situation in which youth is educated in the Polish People's Republic. Contents and forms of fulfilling the tasks are formulated as a categorical postulates. A model of a graduate is presented as a proposal. Characteristic features of the model graduate are confronted with those of present-day youth.
The author sets forth the problem of the type of activities most effective to achieve the model. The article includes a synthetic educational program determined by correlation of objectives, contents and forms aiming at cooperation of educationists and students in order to obtain positive educational results.

See also: 37.

### VI. 6. ADULT

83. KRAJEWSKA, KAROLINA: **Bibliografia oświaty dorosłych.** (Bibliography of Adult Education). *Oświata Dorosłych* 1969, No. 4, pp. 255–256; No. 5, pp. 319–320; No. 6, pp. 383–384; No. 7, pp. 447–448.

The four issues of *Oświata Dorosłych* include four parts of the bibliographical series on adult education. It is a current Polish annotated bibliography covering the period from January 1 to March 31, 1969. Completions pertaining to the bibliography for the year 1968 are included. Materials are classified into four sections:

1) General.
2) Adult Instruction and Self-instruction. Vocational Training.
3) Cultural and Educational Activities. Amateur Artistic Movement.
4) Reading.

84. NOWACKI, TADEUSZ: **Współczesny model oświaty dorosłych.** (Present-Day Model of Adult Education). *Nowe Drogi* 1969, No. 4, pp. 53–64.

Schools for adults, general and vocational secondary non-full vocational and higher are the most important way to professional advancement. Lack of elasticity in curricula and organization of schooling results in unsatisfied needs of national economy. This causes the necessity to organize extramural forms of training especially courses and conferences.

Function of professional advancement are, threefold:

1) adaptative, resulting, from the young man's preparation as confronted with requirements of work and environment,
2) compensatory, connected with general professional advancement,
3) renovational — improving qualifications by adding information, on achievements in science and technology. This function covers obligatory training in the employing institutions.

The author postulates organization of a directing centre for organizing professional advancement and in-sevice training.

85. **Politechnika telewizyjna. Cz. 1: Badania nad kursem przygotowawczym.** [R.E.] (TV Polytechnic. Part I. Research on the Preparatory Course). Ed. F. Bielecki. Państwowe Wydawnictwo Naukowe, Warszawa, 1969, 131, pp.

In 1966 the Polish authorities in cooperation with UNESCO started a series of TV lectures for candidates and students of technical studies for working adults, a so-called "TV Politechnic". A group was established within the Interdepartmental Center for Research on Higher

Education the task of which was to investigate psychodidactic and sociological problems connected with the functioing of TV instruction.
The book includes research reports on: social-demographic characteristics of listeners, motives and obstacles in undertaking studies without interrupting professional work, educative value of lectures in the listeners' opinions, influence of TV lectures on students' success in studies.

86. **Telewizja i kształcenie pracujących. Europejska Narada Specjalistów, Warszawa 9-16.IX.1968.** (Television and Adult Instruction. European Conference of Specialists, Warsaw 9-16.IX.1968). Ed. Janusz Tymowski. Wydawnictwo Radia i Telewizji, Warszawa, 1969 p. 202.

The book includes materials from the European Conference of Specialists held in Warsaw, September 9–16, 1968. The meeting was organized by the Polish government in cooperation with UNESCO. The book includes texts of reports delivered at this meeting and papers sent from Finland, France, Japan, Canada, East Germany, Hungary, Great Britain, Soviet Union. Program of the Conference and a list of participants in included.

87. TYMOWSKI, JANUSZ: **Warunki skuteczności wykładów telewizyjnych na studiach dla pracujących.** (Conditions for the Effectiveness of TV Lectures for Evening Studies). *Życie Szkoły Wyższej* 1969, No. 9, pp. 50–61.

The author discusses TV lectures for students of evening and extramural technical studies for working adults. The lectures, usually referred to as "the TV Politechnic", were organized by the Ministry for Education and Higher Education and the Polish Committee for Radio and Television in consultation with UNESCO and have been conducted since February 1966. TV Polytechnic covers the program required for entrance examinations at technical studies and the program of the first year. The lectures are supposed to control the rate of learning and provide a timetable for self-instructional work. The author discusses methods and forms of this kind of training, e.g.:

(1) curriculum construction with special stress laid on difficult problems,
(2) methodics of TV lectures,
(3) technical means of instruction.
(4) materials for students.

88. WOJCIECHOWSKI, KAZIMIERZ: **Ćwierćwiecze oświaty dorosłych w PRL. Dorobek i widoki dalszego działania.** (25 Years of Adult Instruction in the Polish People's Republic. Achievements and Perspectives). *Oświata Dorosłych* 1969, No. 8, pp. 449–362.

The author states that the development of adult education in the Polish People's Republic is connected with growing cultural and educational needs in our society. In the postwar period adult instruction was granted legal foundations. A great number of institutions were established: 1) courses and schools for adults, 2) libraries, 3) museums, (4) university extensive courses, 5) dayrooms, clubs, 6) sport associations, shelter-homes, 7) rest-houses, in which about 100 000 persons are employed. Analysing tasks, problems and perspectives of adult education the author stresses the role of the ideological front overcoming remnants of former social formations and forming personality of a socialist man. In his opinion attention should be paid to the choice and training of educational staff. He also postulates to organize the Institute for Adult Education, a scientific institution to undertake realization of further tasks in this area.

89. WOJCIECHOWSKI, KAZIMIERZ: **Samokształcenie w teorii i w praktyce.** (Self-Instruction in Theory and Practice). *Oświata Dorosłych* 1969, No. 7, pp. 402–408.

Against the background of historical development in self-instruction movement the author presents three main motives for learning: psychic, social and practical and three types of attitudes on the part of the students: (1) learning without models and aims, (2) without models with definite aims, (3) with a well-understood aim and a clearly defined way of attaining it. The self-instruction movement is encouraged by scientific and social changes. Main reasons for self-instruction are the following:

1) professional work,
2) one sidedness of education,
3) social and political activeness,
4) useful non-vocational work,
5) disinterested love of learning.

The most important problem of self-instruction methods is getting a student used to them in the early stages of his work.

90. **Wybrane zagadnienia dydaktyczne studiów dla pracujących** [E.R.] (Selected Didactic Problems of Studies for Working Adults). Państwowe Wydawnictwo Naukowe, Warszawa, 1969, p. 123.

The book is a collection of articles by several authors. Place and function of the studies for working adults in the process of democratizing and popularizing education are determined. Research problems are presented as a three relation system:

1) higher school-student-employee,
2) student-employee-employer,
3) employer — higher school.

Careful analysis of the relations is a basis for the future improvement of the system of training. The book includes articles on the organization of work, forms of didactic work, description of the learning process of adultes, functions and methods of consultative work, writing master's thesis and privileges of the working students in the light of the law.

91. ŻYTKO, MIECZYSŁAW: **Dwadzieścia pięć lat szkolnictwa ogólnokształcącego**. (General Education in the Polish People's Republic). *Oświata Dorosłych* 1969, No. 7, pp. 393–400.

The last twenty five years have been the period of the greatest development of organizational forms in adult instruction. The author discusses the present system of adult Education in Poland:

A. Systematic Adult Instruction.
   1. Primary: a) primary schools for adults, b) courses covering primary school programs, c) shortened, intensified courses of initial instruction,

II. Secondary: a) three year schools, b) courses covering secondary school programs, c) popular universities, d) schools for social workers, e) secondary schools for working youth.

B. Short courses: a) popular universities, b) Sunday universities, courses in the Polish language, d) self-instruction groups, e) reading groups.

See also: 7

### VI. 7. SPECIAL

92. JAROSZ, ANNA and HANDZEL, LEON: **Dydaktyka wychowania fizycznego dzieci głuchych a fizjologiczna rehabilitacja głosu i mowy.** (Z Ośrodka Badawczo-Leczniczego Foniatrycznego przy Klinice Otolaryngologicznej Akademii Medycznej we Wrocławiu). (Didactics of Physical Training and Rehabilitation of Voice and Speech in Deaf Children. Phoniatric Research Centre at the Otolaryngological Clinic of the Medical Academy in Wrocław). *Szkoła Specjalna* 1969, No. 3, pp. 193–199.

Research on vocal production of deaf children at lessons of physical training in grades 1–8 of primary school. Sound expression in a variety of forms is (a) spontaneous, (b) purposefully elicited by the teacher.
Research results formed basis for working out a set of phonetic and respiratory exercises which when applied to the course of instruction will facilitate rehabilitation of voice and speech in deaf children. Introducing this set to the curriculum of the eight-year school for deaf children is advisable.

93. KORDYL, ZOFIA: **Rozwój pojęć dzieci afatycznych.** (Development of Notions in Aphasic Children). *Psychologia Wychowawcza* 1969, No. 3, pp. 296.

Research covered children with defective speech and was carried out on a set of 80 pictures. It has been noted that some of the pictures do not elicit incorrect responses, some elicit few only and some are regularly answered incorrectly. Research results show that the frequency of

mistakes depends on the picture itself. Child's thought, although awkard in its outer form and naive, incomplete and closely connected with the concrete in its inner form, is much more mature than it can be induced from superficial observations of verbal reactions.

94. MAJEWSKA, KRYSTYNA: **Wzajemny stosunek uczuciowy między rodzicami a dziećmi w przypadku trudności wychowawczych i w grupie kontrolnej.** (Mutual Emotional Attitudes in Children and Parents). *Szkoła Specjalna* 1969, No. 1, pp. 16–28.

Research covered 10 children aged 4–7 under treatment caused by educational difficulties in the Advisory Centre for Parents and Children and 10 children from kindergarten as a control group. Investigations have been carried out by finger-painting. Conclusions are the following:

1) affirmative attitude towards parents is a condition for a harmonious development of child's personality,
2) mother and a child form a coherent arrangement of mutual influencies,
3) emotional state of parents influences child's behavior,
4) elements of contacts between parents and child should be taken into coideration in the course of educational work with every difficult child.

95. SZELIAUZ, STANISŁAW: **Młodociani recydywiści.** [R.E.] (Juvenile Recidivists). Państwowe Wydawnictwo Naukowe, Warszawa 1969, 312 pp.

The author discusses social causes of going astray on the basis of empirical data obtained in the course of research on 700 juvenile recidivists aged 17 to 20 presently imprisoned. Research started by the Section for Criminology of the Institute for Legal Sciences aimed at revealing proportions of the phenomenon and analysing stages of the process. Research was accomplished in 1968. For the next 9 years juvenile recidivists have been carefully observed, which added to data previously obtained. The author pre-

sents the problem against the background of social determinants: family, educational environment, learning, work and alcoholism. Much attention is given to the educational influence of law, i.e., to effectiveness of punishment and to the role preventive treatment.

96. WESOŁOWSKA, MARIA: **Stosunek rodziny do dzieci debilnych przebywających w zakładzie wychowawczym.** (Family's Attitudes Toward Feeble-minded children). *Szkoła Specjalna* 1969, No. 1, pp. 4–11.

Family situation was investigated of 90 feeble-minded children staying in educational institution. The following methods have been used: questionnaires, interviews, talks to parents and children, analysis of school documentation and a composition entitled "My Home". Families were then classified according to their attitude toward children:

1) full family, socially normal with a positive, friendly understanding attitude toward a child,
2) full family, disorganized, with indifferent attitudes toward a child,
3) non-full family without a father — strong emotion toward a child on the part of mother,
4) reconstructed family (stepmother or stepfather) — negative attitude toward a child on the part of a stepmother indifferent on the part of step-father,
5) broken homes — mothers show little interest in the child, fathers — no interest,
6) social orphans — total lack of emotion on the part of mothers deprived of maternal rights,
7) full orphans — living on their own.

See also: 32.

## VII. MISCELLANEOUS

97. KIERNICKI, BOLESŁAW: Ład w Szkole. (Order at School). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 190 pp.

Order at school is a factor of educational influence. As much as it fulfils various functions in the didactic-educational process and reflects the over-all pattern of life and work organization at school.
In part I of the book the author discusses general principles underlying organization of school material environment: its aesthetics and functional character. Instruction is given on practical solutions pertaining to the inner design of workshops, offices, libraries and club-rooms.
Part II includes discussion on circumstantial designs.

98. PRZYCHODZIŃSKA-KOCICZAK, MARIA: **Muzyka i wychowanie.** (Music and Education). Nasza Księgarnia, Warszawa 1969, 255 pp.

The book includes introduction, seven chapters and bibliography. The introduction is devoted to problems connected with the role of art in human life and determines objectives of the work, i.e., presentation of music education and tis influence upon the over-all development of a child. Chapter I contains discussion of three European systems of music education (Dalcroze's, Orff's and Kodaly's) in connection with psychological and pedagogical assumptions of "new education". Chapter II presents analysis of some problems of aesthetics based on Ingarden's and Lissa's theory.
Chapter III includes discussion of the structure of music education the starting point for which is Bruner's category of structure. Structure of music education is an integrated set of four factors: aesthetic sensitiveness, skills, understanding of aesthetic nature of music and knowledge of art.
Chapter IV deals with forms of creative activity in children.
Chapter V includes information on the ways of developing perceptive abilities in children.
Connections of music and other disciplines of art are discussed in Chapter VI.
The last chapter deals with the influence of music on the development of child's imagination, creative attitude and cognitive processes.

99. PRZYCHODZIŃSKA, MARIA: **Z doświadczeń w wychowaniu muzycznym.** (On Experiments in Music Education). *Wychowanie w Przedszkolu* 1969, No. 9, pp. 429–439.

A report delivered at 5th International Seminar on Kindergarten Education, Warsaw, May 26–June 2, 1969, on some forms of musical education in kindergarten. Musical education aims at developing child's sensitiveness to aesthetic values, which is connected with the general development of its intellect. Thus it trains attention, memory, imagination, influences richness and intensiveness of perceptions and intensifies creative attitudes. In a number of Polish kindergartens now, experimental forms are used parallelly with traditional ones as teaching songs or teaching to play simple instruments. They are: music composition by the children, listening to music and music-plastic activities.

100. SZUMAN, STEFAN: **O sztuce i wychowaniu estetycznym.** (Art and Aesthetic Education). 2nd ed. revised and completed. Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1969, 572 pp.

The book is a collection of articles on transmitting basic information on art to the young generation, written by the author in the period of several years closely following the end of World War II. Stress is laid on the proper reception of art and on the need to understand and experience it, influence which can be achieved in the course of learning.
The author discusses: (a) works of art, (b) education through art, (c) works of engraving and painting, children's drawing, (d) music and dance, gift for music, (e) fairy tales, poetry, film and theater, (f) man and world in aesthetic experience.

## INDEX OF AUTHORS AND EDITORS

Balcerek, M. 5
Balázs, B. 71
Bandura, L. 71
Białołęcka, H. 41
Bielecki, F. 15, 71, (ed.) 85
Bieszczad, W. 65

Chałasiński, J. 23
Chrzanowski, Z. 55
Czerniewski, W. 1

Denek, K. 71
Dmochowska, M. 42
Dobrowolska, W. 68
Dróżdż, W. 56
Dymecka, J. 65
Dyner, W. 43

Falski, M. 2

Garbowska, W. 5
Gerus, S. 5
Gessek, Z. 57
Ginko, A. 47
Gmytrasiewicz, M. 16
Godlewski, M. 63
Gołąb, A. 32
Grygierczyk, F. 65

Han-Ilgiewicz, N. 24
Handzel, L. 92
Holeszowski, W. 48

Ileczko, B. 72
Iwanowski, W. 26

Jabłoński, H. 37, 73
Jalbrzykowska, F. 17
Jarosz, A. 92
Jaroszyński, M. 74

Kączkowska, J. 60
Kalman, K. 44
Kata, W. 18
Kiernicki, B. 97
Kietlińska, Z. 75-76
Klucznik, A. 58
Kluczyński, J. 16
Kordyl, Z. 93
Koszarski, W. 49
Kowalczyk, K. 77
Kowalczyk, W. 64
Kozakiewicz, M. 25
Krajewska, K. 83
Królińska, J. 65
Kruszewska, K. 71
Krygowska, Z. 26
Krzysztoszek, Z. 71
Kupisiewicz, C. 27
Kurdybacha, Ł. (ed.) 5

Lewin, S. 45
Lipowska, M. 5
Ludkiewicz, Z. 78

Łobocki, M. 28

Maciaszkowa, J. 38
Majewska, K. 94
Manteuffel, R. 79
Marciniak, Z. 3
Matejko, A. (ed.) 81
Michalski, S. 66
Milecki, A. 59
Mrugałowa, K. 65
Mystkowska, H. 46

Nartowska, H. 50
Nowacki, T. 4, 84, (ed.) 65

Okoń, W. 19, 29

Pachulicz-Pawlikowska D. 71
Paszkowska, A. 77
Piasecka-Szymczak, T. 68
Prejbisz, A. 60
Przychodzińska, M. see: Przychodzińska-Kociczak M.
Przychodzińska-Kociczak, M. 98-99
Pużyński, A. 18

Raczkowska, J. 31
Radwiłowicz, R. 67
Rajkiewicz, A. 68
Rembowski, J. 30
Rubaszkiewicz, A. 61

Sawicki, M. 31
Skwirowska, S. 80
Sokal, K. 68
Suchodolski, B. 20, 39
Świecki, A. 6
Szarszaniewicz, T. 58
Szelhauz, S. 95
Szczerba, W. 21
Szemińska, A. 32
Szewczuk, W. 82
Szuman, S. 100
Szymański, Ł. 62

Tatoń, A. 68
Trempała, E. 52
Trzebiatowski, K. 5
Tymowski, J. 71, 87, (ed.) 86
Tyszkowa, M. 53

Walczak, M. 69
Walczyńska, B. 68
Węgrzynowski, J. 48
Wesołowska, M. 96
Więckowski, R. 33
Wieczorek, T. 7, 70
Wojciechowski, K. 88-89
Wojtyński, W. 40
Wójcik, J. (ed.) 77
Wranicz, W. 68
Wroczyński, R. 71
Wujek, T. 34
Wycech, C. 8

Zaborowski, Z. 35
Zachajkiewicz, E. 22
Zakościelna, E. 68
Zbiegień, L. 65
Zborowski, J. 10, 54
Zielińska, I. 68
Zieliński, Z. 9

Żytko, M. 91

## NAMES OF PUBLISHING HOUSES

**Instytut Wydawniczy "Książka i Wiedza" — Publishing House "Book and Knowledge"**
**Instytut Wydawniczy "Nasza Księgarnia" — Publishing House "Our Booksellers"**
**Ludowa Spółdzielnia Wydawnicza — People's Publishing Cooperation**
**Ossolineum (Zakład Narodowy im. Ossolińskich) — Ossoliński Publishing House**
**Państwowe Wydawnictwa Szkolnictwa Zawodowego — State Publishers of Vocational School Publications**
**Państwowe Wydawnictwo Naukowe — Polish Scientific Publishers**
**Państwowe Zakłady Wydawnictw Szkolnych — State Publishers of School Publications**
**Państwowy Zakład Wydawnictw Lekarskich — State Medical Publishers**
**Politechnika Warszawska, Dział Wydawnictw — Warsaw Polytechnic Press**
**Wydawnictwo Harcerskie — Scouts' Publishers**
**Wydawnictwo Radia i Telewizji — Radio and Television Publishing House**